



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3: January 1, 2019 - June 30, 2020**

Grant period from

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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**Required Attachments**

Pathway specific attachment

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization Sabinal Independent School District CDN 232-902 Vendor ID 17460020229 ESC 20 DUNS 039420005  
Address P.O. Box 338 City Sabinal ZIP 78881 Phone 830-988-2472  
Primary Contact Richard Grill Email rgrill@sabinalisd.net Phone 830-988-2472  
Secondary Contact Michael Neuman Email mneuman@sabinalisd.net Phone 830-988-2472

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Richard Grill Title Superintendent of Schools  
Email rgrill@sabinalisd.net Phone 830-988-2472  
Signature  Date 11-09-18

Grant Writer Name Alma Gutierrez Signature  Date 11-09-18

☐ Grant writer is an employee of the applicant organization. ☒ Grant writer is not an employee of the applicant organization.

701-18-106-077

RFA # 701-18-106 SAS # 277-19

2019-2021 Grown Your Own Grant Program, Cycle 2

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**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
To establish a teacher pipeline from existing staff within four(4) small participating rural school districts: six (6) campuses to address teacher shortage. Teacher turn over rate for the four districts: Sabinal ISD: 41%, Knippa ISD: 22%, D'Hanis ISD: 14.7%, Utopia ISD: 10%	The four rural school districts will ensure that a systematic and informed targeted recruitment and selection process including strategies to secure teacher candidates for both Pathway 1 and Pathway 2 is established. Seek/ offer training in the educational competencies to successfully transition participants to full-time certified teachers whether its completion of coursework or alt. certification.
Establish an Education and Training Pathway with related CTSOs. 100% of the rural participating school districts DO NOT offer Education and Training Courses and related CTSOs.	The school districts in the SSA will seek/provide training and technical assistance that supports the implementation of the instructional practices and/or practicum in Education and Training courses and related (CTSO (TAFE/FCCLA) activities. Students' interest inventories will be compiled and graduation plans updated.
Recruitment and Retention of a teacher workforce that is reflective of the student population/demographics at each of the participating school districts.	At least 75% of the participants identified for Pathways 1 and 2 will be reflective of their district's student population. Districts will provide continuous professional development and support to the teacher candidates in the areas of curriculum planning and delivery of lessons, student learning, content knowledge, etc.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Pathway 1:

By May of 2019, 100% of the LEAs in the SSA will offer the Education and Training Pathway and participate in at least one competitive CTSO event: D'Hanis ISD, Knippa ISD, Sabinal ISD (Fiscal Agent), and Utopia ISD.

Pathway 2:

By May of 2021, 100% of the teacher candidates will have successfully completed their Bachelor's Degree or Alternative Certification Program and have passed the TeXes certification exam. D'Hanis: 1 Bachelors and Cert/1 Cert. Only; Knippa: 3 Bachelors and Cert/2 Cert. Only; Sabinal: 1 Bachelors and Cert./1 Cert. Only; Utopia: 2 Bachelors and Cert/ 1 Cert. Only

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Pathway 1 & 2: January 2019 through May 2019

1. SSA agreement finalized for all four school district: D'Hanis ISD, Knippa ISD, Sabinal ISD (Fiscal Agent), Utopia ISD
2. Teacher candidates finalized: D'Hanis: 2, Knippa: 5, Sabinal: 2, Utopia: 3. Total 12: (5 with Bachelors/7 without Bachelors). MOUs signed by participants and candidates.
3. Number of Alternative Certification Candidates enrolled in their Alternative Certification Program.
4. Number of Master Schedules showing Instructional Practices and/or Practicum in Education and Training. Number of districts with an established CTSO student organization.
5. Knippa and Utopia will have MOU with SWTJC and Articulate Instructional Practices for Dual Credit.
6. Complete student interest inventories to evaluate interest in Education Pathway.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Pathway 1 & 2: August 2019 through May 2020

1. Number of candidates on target for completion of coursework. 100% should be on target or have already completed their Bachelor's Degree
2. 100% Alternative Certification candidates have completed their program and return as classroom teachers in the Fall of 2020.
3. Number of districts offering Practicum in Education and Training and number of districts offering Education Dual Credit courses. CTSO organizations continue to meet monthly, prepare and participate in at least one event.
4. CTE Department meets to formatively assess the effectiveness of the Education and Training Career Pathway, student interest, participation, materials and collaboration needed, etc. Number of Dual Credit courses offered by Knippa & Utopia

**Third-Quarter Benchmark**

Pathway 1 & 2: August 2020 through May 2021

1. Number of candidates returning as full time teachers after completing their certification
2. Assess Continued enrollment of students in Education and Training Career Pathway and participation in CTSO Organization and Events.
3. Evaluate the number of trainings and technical assistance hours offered to support the implementation of the Education and Training courses and survey the teacher candidates on satisfaction.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Program will depend on informal assessments like feedback obtained through ongoing communication among participants, mentors, and participating districts to make adjustments as needed. All collected information during the benchmarks will be analyzed and used to immediately identify and correct problem areas during the early stages of this grant program. The following data will be collected through the benchmarks to ensure that our Grown Your Own Program is progressing and evolving into our goals:

- Documentation of enrollment in Bachelor's Degree - number and demographics
- Documentation of enrollment in Teacher Alternative Certification - number and demographics
- Updated Student Course Catalogs
- Articulation/Dual Credit Partnership with Southwest Texas Junior College for Knippa ISD and Utopia ISD
- PEIMS CTE report of student enrollment in Education Courses to gather number and demographics of students participating in the program
- PEIMS CTE Code Report to gather number of students completing the Education and Training sequence of courses
- Fees, Dues, and proof of participation in CTSO organization and events
- All items for classroom inventoried and established in the classroom
- Student Interest Inventories

As the data is collected, program administrators will evaluate the program using the following process questions at each benchmark to determine if modifications are needed: 1. Are the activities being performed as planned? 2. Is the project reaching the intended target population? 3. How satisfied are the teacher candidates with their involvement in the project? 4. Are students participating in the courses and interested in pursuing a teaching career? 5. After completion, did we retain teachers and did our teacher turn over rate decrease? 6. Did the project reach the intended number of teacher candidates and high school students?

Once a barrier is identified, a plan of action will be determined and implemented for the sustainability of our Grow Your Own Program. Ex: Candidate not successful on Exam. Plan: Offer additional support and mentoring

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
  - Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
  - ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

Recruitment: The LEAs in the SSA will use the following strategies for recruiting teacher candidates for Pathway1:

1. School-wide surveys to attract interest
2. LEAs will send out an email to all staff and post information about the project on their school website
3. LEA staff training on the Education and Training CTE Pathway and how to implement a coherent sequence of courses that include dual credit opportunities. Overview of CTSO organizations and events.
4. Explanation of financial support and how the stipends will work in the SSA

Application Process: LEAs will publicize the process to apply for Pathway 1 with a time line. Interested individuals will need to fill out an application that contains the following criteria and/or indicators:

1. Bachelor's Degree with a minimum of 3.0 GPA
2. Be an employee of the district
3. Have demonstrated measurable student achievement
4. Received at least proficient on teacher evaluation
5. Involved in various campus committees and student organizations
6. CTE Certified
7. Teachers in Knippa ISD and Utopia ISD will be required to hold a Master's Degree in Education to offer the Dual Credit Courses
8. Strong connection with English Learners and can influence all students including our minority students to develop an interest for the Education and Training Career Pathway.
9. 2 Letters of recommendation

Prior to students receiving dual credit courses, the LEA's and an IHE will enter into a partnership formalized in a Dual Credit Agreement. This agreement will indicate roles of the partners in providing dual credit courses to high school students.

Teacher Candidate must sign a Memorandum of Understanding that will commit him/her to the following as a condition for receiving the stipend:

1. Meet all grant requirements
2. Earn at least 12 credits in CTE Professional Development
3. Teach at the LEA at least 3 years additional years

**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

Preliminary recruitment and selection of program participants have already started in order to determine the need for this grant project. All four districts in the SSA began with a targeted needs assessment which focused on subject areas with teacher shortages as well as disparities in representations of the students body reflected in the teachers for each district.

Recruitment: The LEAs in the SSA will implement the following strategies for recruiting teacher candidates for Pathway 2:

1. Administrators at each LEA will form a committee for the selection of high potential paraprofessionals, instructional aides, or long term substitutes to pursue their teacher certification.
2. School-wide Surveys to attract interest
3. LEA staff training on the Grow Your Own Program and options available for becoming a certified teacher
4. Explanation of financial support and how teacher stipends will work in the SSA
5. Announcement of Program opportunities on the school websites

Application Process: LEAs will publicize the process to apply for Pathway 2 with a time line. Interested individuals will need to fill out an application that contains the following criteria and/or indicators:

Candidates pursuing a Bachelors and Certification:

1. Currently enrolled in a Bachelor's Degree Program
2. Transcripts must demonstrated evidence of course completion with a minimum of 3.0GPA
3. Able to complete the Bachelor's Degree and Teacher Certification in 2 years
4. At least 2 years of experience and currently employed as a paraprofessional, instructional aide and/or long-term substitute at the LEA
5. Have received Met Expectations Evaluation
6. Have Participated in at least two community events within a school year
7. Knowledge of the community, established good rapport with colleagues, students, and parents
8. Have met required LEAs professional development
9. Willing to teach in hard to staff areas
10. 2 Letters of Recommendation

Candidates pursuing Alternative Certification Only:

1. Evidence of Bachelor's Degree with a minimum of 3.0GPA
2. At least 2 years of experience and currently employed as a paraprofessional, instructional aide and/or long-term substitute at the LEA
3. Have received Met Expectations Evaluation
4. Have Participated in at least two community events within a school year
5. Knowledge of the community, established good rapport with colleagues, students, and parents
6. Have met required LEAs professional development
7. Willing to teach in hard to staff areas
8. 2 Letters of Recommendation

If the LEA has more applicants than teacher candidate slots, Minority Teacher Candidates meeting the above criteria will be given priority in an effort to increase the number of diverse teachers to student population.

Teacher Candidate must sign a Memorandum of Understanding that will commit him/her to the following as a condition for receiving the stipend:

1. Meet all grant requirements
2. Complete the ESC 20 Classroom Management PD Series, earn at least 9 credits per year in academic PD
3. Teach at the LEA at least 3 years additional years
4. Agree to teach in a hard to staff area. The MOU will outline terms of agreement such as term, contracts, responsibilities, employment, and stipends.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	2	X \$11,000 =	22,000
Number of teachers who are teaching Education and Training courses, but not for dual credit	2	X \$5,500 =	11,000
Number of high schools with existing Education and Training courses in 2018-2019	0	X \$6,000 =	0
Number of high schools without existing Education and Training courses in 2018-2019	4	X \$9,000 =	36,000
<b>Total Request for Pathway 1</b>			<b>69,000</b>

**PATHWAY TWO**

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	5	X \$5,500 =	27,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	7	X \$11,000 =	77,000
Request for Pathway 2			104,500
Request for Pathway 1			69,000
<b>Total Combined Request for Pathways 1 &amp; 2</b>			<b>173,500</b>

**PATHWAY THREE**

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
<b>Total Request for Pathway 3</b>			

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Stipends for 2 Teachers with Master's Teaching Dual Credit Education and Training Courses	20,000
Stipends for 2 Teachers teaching Education and Training Courses but not for dual credit	10,000
Stipends for 5 Candidates pursuing Teacher Certification Only	25,000
Stipends for 7 Candidates pursuing a Bachelor's Degree and Teacher Certification	70,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**


**SUPPLIES AND MATERIALS (6300)**

Equipment and materials for Education and Training Courses for 4 High Schools	24,000

**OTHER OPERATING COSTS (6400)**

Travel to TEA Teacher Institute, CTSO Memberships, Test Preparation and Exam Fees	12,000

Total Direct Costs 161,000

Should match amount of Total Request from page 8 of this application

**Indirect Costs**

12,500

**TOTAL AMOUNT REQUESTED**

173,500

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant**  
**Pathways 1 and 2 Grow Your Own Program Attachment**

**Pathway 1: Teacher Stipend to Support Education and Training Course Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

4 in the SSA

**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

The SSA which includes four small rural school district, D'Hanis, Knippa, Sabinal, and Utopia ISD will each have 1 teacher participating in Pathway 1 and receiving a stipend. Knippa and Utopia both have teachers with Masters and will be offering Dual Credit Education Courses.

The districts in the SSA will poll and survey students during the Fall of 2018 to determine interested in Education and Training Career Pathways. A meeting will be held with interested students and graduation plans updated. The Secondary School Counselors will have a major role in this endeavor as they will keep track of student coursework and encourage the completion of a pathway and/or certification.

Beginning the Spring of 2019, the Districts in the SSA will offer at a minimum, Principles of Education and Training to 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> graders. 11<sup>th</sup> and 12<sup>th</sup> graders will have the opportunity to take Instructional Practices. As the years progress, students will have the opportunity to take courses in the following order to meet pre-requisites:

Principles of Education – Spring of 2019

Human Growth and Development – CTE certified teacher will be teaching this course in the Fall of 2019 and will be articulated through Southwest Texas Junior College for all four districts

Instructional Practices – CTE certified teacher will be teaching this course beginning the Spring of 2019 and will be articulated through Southwest Texas Junior College

Practicum in Education and Training – Will be dual with Southwest Texas Junior College for Knippa and Utopia ISD during the Fall of 2019 and Beyond.

Plans are in order to equip the Education and Training Classrooms with the necessary instructional materials and equipment to maximize the students' educational hand on opportunities.

Teacher selection for the course offerings will be determined by teacher experience, qualifications, certifications, and interest in the Education and Training Career Pathway and provide academic success of his/her students. CTE teacher meetings will take place to offer support, mentoring, discussion of program needs and strengths, professional development, etc. throughout the school year. Education and Training The CTE Coordinator can audit and offer suggestions in improving the overall program. The CTE

Coordinator can help identify certified personnel who can teach the courses, prospective students that will take the courses and follow up for students to progress to the Practicum in Education.

Teachers will grow their programs as they implement the following strategies

1. Beginning visiting with Elementary and Junior High Students and teaching about the Education Field
2. Hosting College and Career Fairs that highlight Education
3. Meeting with each student enrolled in an Education Course to check their long term interest
4. Take field trip to the Elementary to visit classrooms and assist teachers
5. Follow up with students, parents, and counselor when teachers see that an education student is no longer taking a coherent sequence of courses

Districts will establish a CTSO such as Texas Association of Future Educators (TAFE) Chapter. Implementing a TAFE chapter at the High School will build a sense of camaraderie between the student members while gaining experience in the education field. Students who become members of the TAFE Chapter will also develop leadership characteristics and make new connections and friendships with other future educators as they participate in different events. Students will be given the opportunity to attend a variety of workshops and conferences, such as the TAFE Summer Leadership Workshop, the Region Conference, the Teach Tomorrow Summit, and the National EdRising Conference. The knowledge and training learned from such conferences will not only benefit individual members but the school districts as well. The students will use the skills learned at the conference to tutor younger children within the school districts. These same students will participate in local college and career fairs representing the education field and encourage others to pursue the education field in hopes that enrollment will increase through the years. In addition, students will serve teachers in the districts through hospitality and teacher appreciation activities. In order to obtain fund to attend conferences and help with service activities, students will work together, with their peers, to raise funds to support these activities and services which will build a sense of team unity and bonding. Furthermore, students in the education and training pathway will be given opportunities for hands-on training in the classrooms; they will be able to observe teachers and assist in the classroom. The activities all support students and the establishment and growth of TAFE.

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

The stakeholders at D'Hanis ISD, Knippa ISD, Sabinal ISD, and Utopia ISD all understand the vital role that educators have in the United States. They also realize that there is a decrease in college bound students pursuing a degree in education; therefore, they would like to be a part of the initiative to motivate students to pursue a degree in the education field. Districts in the SSA will not only implement a variety of strategies to recruit students into the education and training pathway but will also motivate students to stay in the program throughout its duration.

#### **Strategies for Recruitment of Students:**

1. Flyers will be distributed throughout the school and announcements will be made on the intercom that districts will be offering a new career pathway in education and training.
2. The students who show an interest will assemble in the auditorium, so the administrators, teachers, and counselor can explain the new pathway and answer any questions the students might have.
3. Once students agree that they want to pursue this pathway, a meeting will be scheduled with the parents to discuss the particulars of the education and training pathway.
4. Require all middle school students to take a mini-course in the education field through Career Explorations
5. Develop student and parent guides that explain the advantages of careers in education
6. Develop an advocacy page on the districts' webpage that provides materials about the Education and Training Program of Study and the Grow Your Own Program

In order for the recruited students to be excited and remain motivated to stay in the education and training pathway, several strategies will be executed. First of all, districts will establish a Texas Association of Future Educators (TAFE) Chapter. Implementing a TAFE chapter will build a sense of camaraderie between the student members, while gaining experience in the education field. Students will participate in TAFE events, go on field trips, experience hands on what teaching is like, and be able to observe teachers. When students see the positive difference they are making in the education system, while in high school, it will motivate them to persevere their goals within the education field.

Diverse student groups that LEAs will target for recruitment include, but are not limited to:

1. Students by gender (nontraditional participation and/or completion)
2. Students by ethnicity

3. Students by subpopulations(disability status, economically disadvantaged, single parents, English Learners, and Migrant status)

4. Minority

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

- All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

A teacher with a master's degree and appropriate graduate coursework may teach a dual credit course as an adjunct instructor. Both Knippa ISD and Utopia ISD in the SSA currently participate in partnership with Southwest Texas Junior College (SWTJC). They are the only districts in the SSA that will offer the Dual Credit Education and Training Courses.

Students enrolled in the dual credit courses that fall under these agreements can earn both college and high school credit. College officials review potential adjunct instructor's transcripts to determine college courses the instructor is qualified to teach based on graduate level coursework. After college courses are determined, the instructor must participate in a teaching demonstration in front of the department chair of the subject they will be teaching. Next the instructor will attend mandatory training for adjunct instructors required by the postsecondary institution. This process will take place during the Summer of 2019 in preparation for Dual Credit in the Fall of 2019. The instructor is required to follow the college level curriculum, standards and guidelines. Transferring of dual credits is easy as those courses will show up on their college transcript. It is matter of transcript exchanges between colleges for those to transfer from one college to another.

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

5 candidates for all 4 districts

**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Once NOGA is announced, the SSA will enter into a partnership with Education Service Center Educator Preparation Program for those candidates that already have their Bachelor's Degree and are seeking an alternative certification route.

D'Hanis has 1 candidate, Knippa has 2 candidates, Sabinal has 1 candidate and Utopia has 1 candidate.

All district in the SSA will offer flexibility to the candidate to utilize the time they need to attend required trainings. The 2019-2020 Education Cohort Begin date is yet to be announced by ESC 20. Once it is announced, the timeline will be as follows:

- Step 1 – Jump Start On Line Training 70+ hours of interactive online courses, self paced program hours, 30 hours of field based experience, 15 in class hours actively engaged in instructional or educational activities, and 15 online hours of classroom observations.
- Step 2 - Beginning on Orientation Day: 70+ hours of Classroom Foundation Training must be completed within 60 days of Orientation, Classroom management, instructional design and delivery, reading foundations and strategies, ESLP Training, Test Preparation to increase marketability, EC-12 Special Education and ESL Supplemental
- Step 3 – Student Needs Training: 60+ hours of face to face training, 1 week institute and 6 Summer Saturdays, Mental Health, ELs, and Special Populations
- Step 4 – Internship – Candidates will be assigned to a full time teaching position with field supervisor, and campus mentor.
- Step 5 – Pass the Certification Exam

Each Campus Administrator along with their leadership team will prioritize the need for additional support for the candidates going through the Educator Preparation Program. Continuous professional development will be offered through the Program to ensure and secure successful Teacher Certifications.

**Applicants that are the Fiscal Agents of an SSA must complete the fields below.**

<b>Fiscal Agent</b>	<b>County-District Number</b>
Sabinal Independent School District	Uvalde 232902

**2019–2021 Grow Your Own Grant Program, Cycle 2**  
**RFA #701-18-106; SAS #277-19**

Texas Education Agency  
Grants Administration Division  
1701 N. Congress Avenue  
Austin, Texas 78701-1495

November 12, 2018

To Whom It May Concern:

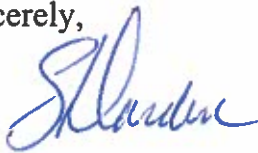
The UTOPIA School District Board of Trustees supports our school district's participation in the 2019-2021 Grow Your Own Program in partnership with SABINAL ISD AS FISCAL AGENT. It is our priority to recruit, grow, and retain high quality teachers in our rural area. We have the commitment of local employees ready to participate in the Grow Your Own Program and believe it will benefit this community.

We also look forward to implementing the Education Career Pathway and granting our students the opportunity to experience the educational field.

UTOPIA School District Board of Trustees will support efforts to implement this program and to sustain it over the years. We look forward to establishing a process for identifying the most successful prospective teachers in our district and providing them with the knowledge, experience, mentoring, and assistance to transition to certified teaching positions.

Thank you for this opportunity.

Sincerely,



PRESIDENT UTOPIA ISD

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Texas Education Agency  
Grants Administration Division  
1701 N. Congress Avenue  
Austin, Texas 78701-1495

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Thank you for this opportunity.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. L. Hardin".

PRESIDENT UTOPIA ISD

Texas Education Agency  
Grants Administration Division  
1701 N. Congress Avenue  
Austin, Texas 78701-1495

November 12, 2018

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Thank you for this opportunity.

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PRESIDENT UTOPIA ISD

Office of the Superintendent

P.O. Box 338

409 West Cullins Ave

Sabinal, Texas 78881

PHONE: (830) 988-2472

FAX: (830) 988-7151

## SABINAL INDEPENDENT SCHOOL DISTRICT

*Making Excellence an Everyday Event*

November 13, 2018

Texas Education Agency  
Grants Administration Division  
1701 N. Congress Avenue  
Austin, Texas 78701-1495

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We also look forward to implementing the Education Career Pathway and granting our students the opportunity to experience the educational field.

Sabinal Independent School District Board of Trustees, through board action, to support our efforts to implement this program and to sustain it over the years. We look forward to establishing promoting the teaching profession with our students as well as a process for identifying the most successful prospective employees in our district by providing them with the knowledge, experience, mentoring, and assistance to transition into certified teaching positions.

Thank you for this opportunity.

Sincerely,



Richard W. Grill  
Superintendent, Sabinal ISD

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